



AMERICAN COUNSELING
ASSOCIATION

VISTAS Online

VISTAS Online is an innovative publication produced for the American Counseling Association by Dr. Garry R. Walz and Dr. Jeanne C. Bleuer of Counseling Outfitters, LLC. Its purpose is to provide a means of capturing the ideas, information and experiences generated by the annual ACA Conference and selected ACA Division Conferences. Papers on a program or practice that has been validated through research or experience may also be submitted. This digital collection of peer-reviewed articles is authored by counselors, for counselors. *VISTAS Online* contains the full text of over 500 proprietary counseling articles published from 2004 to present.

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TODAY'S GOAL

- CYBER KIDS
- Why CYBER BALANCE
- Cyber Bullying
- Empowerment of Parents
- The school's role
- PEAS PROGRAM





WHAT IS A CYBER KID?

Cyber is defined as Computers & Information

Cyberspace is defined as virtual reality

A **CYBER KID**

we defined as youth

Who take information

in and put information

out using technology based communication

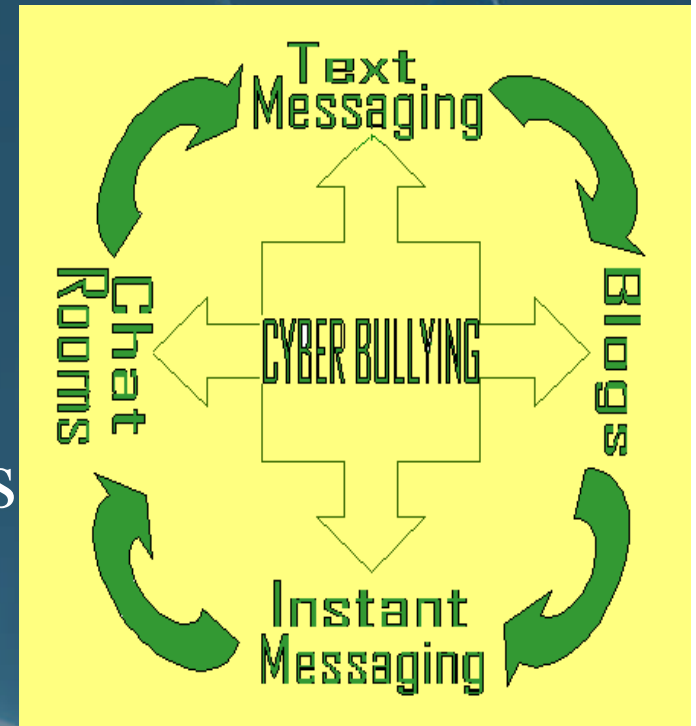




TECHNOLOGY FORMS

Growing Options/Distractions

- E-mail
- Cell phones/PDA
- Pager text messages
- Instant messaging
- Defamatory personal web sites
- Defamatory online personal polling web sites
- Chat rooms
- Blogs- on-line journals



Trolley, Hanel, & Shields 2006



TARGETING YOUTH AT A YOUNGER AGE


WEBKINZ

Club  Penguin




Music, Games & Toys

Text-ing
Commercials




What Message are we sending?



Media clip

- Text Messaging
Video





WE SEE IT AS...

- TECHNOLOGY GROWTH
- MEDIA INFLUENCED
- FAMILY DEMANDS
- POOR SOCIAL SKILLS
- EDUCATION

OUT of BALANCE CYBER KIDS





NEW LANGUAGE?

B. What R U Doing 2nite?

Today's cyber kids have a new language—instant messaging. *Set of 2 SMS Text Messenger/Organizers* are hand-held devices that simply send and receive wireless text messages instantly, up to 50 ft.!

They're also organizers that store information and important phone numbers, addresses, emails and memos. Secret password functions keep it all private. Uses 2 AAA batteries (sold separately).

Each 2½" x 4¾". Ages 7+.

Y610-080 *Set of 2 SMS Text Messenger/Organizers* **\$34.95**

Y118-234 *2 AAA Batteries* **\$1.95**



'BB4N :) TTYL BFF!'



WHAT ARE THEY TALKING ABOUT?

● POS WYCM TDTM

Parent Over Shoulder

Will You Call Me?

Talk Dirty To Me



OUT of BALANCE CYBER KIDS



TOO MUCH

Disconnect
Poor social Skills
Distraction
physical inactivity
Poor problem solving skills
Future employment-My Space
Public forum not private

NOT ENOUGH



Computer Illiterate/poor skills
Behind Academically-research
Impair Communication
Lost Career Opportunities
Lacking Exposure/Resources



Trolley, Hanel, & Shields 2006



OUT of BALANCE CYBER KIDS

- 95% of parents do not recognize the lingo kids use
- 89% of sexual solicitations are made in either chat rooms or instant messages
- 4,000,000 children are posting content to the web everyday
- 15,000,000 youth use instant messaging



AND...

76% of parents
don't have rules
about what their
kids can do
on the computer



<http://www.netlingo.com/statistics.cfm>



WHAT ARE THEY TALKING ABOUT?

URYYY4M

You

Are

Too Wise

For

Me





SIDE EFFECTS



● Inability to Read Social Cues, Isolation

● Poor Communication Skills



● Cognitive & Physical Impact



● Unhealthy Sense of Empowerment

● **Cyber Bullying**





CYBER BULLYING IS...

**Being cruel to others by sending or posting harmful material using technological means;
an individual or group that uses information and communication involving electronic technologies to facilitate deliberate and repeated harassment or threat to an individual or group.**

**Also known as:
'Electronic Bullying'
&
'Online Social Cruelty'**





DIFFERENCES

BULLYING

- **DIRECT**
- **ON**
school property
- **POOR**
relationships with teachers
- **FEAR RETRIBUTION**

Physical:

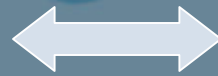
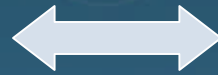
Hitting, Punching & Shoving

Verbal:

Teasing, Name Calling & Gossip

Nonverbal:

Use of Gestures & Exclusion



CYBERBULLYING

- **ANONYMOUS**
- **OFF**
school property
- **GOOD**
relationships with teachers
- **FEAR LOSS**
of technology privileges
- Additionally:
Further under the radar than bullying



DIFFERENTIATING COMMUNICATION

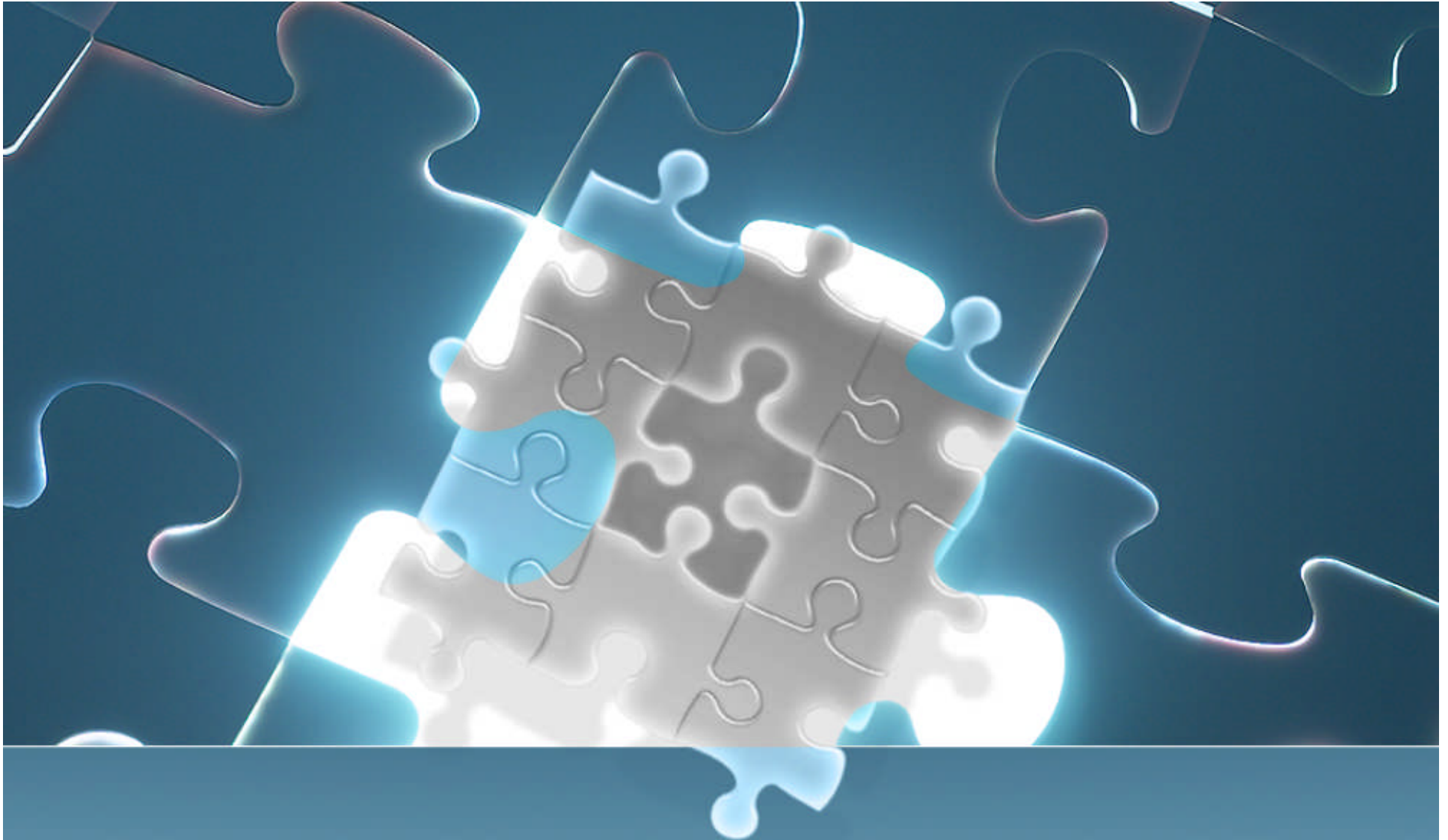
Trolley, Hanel, Shields 2007

**CYBER
COMMUNICATION**

CYBER BULLYING



Crossing the Line



CIRCLES OF CYBER BULLYING

Dr. Barbara Trolley, Connie Hanel, & Linda Shields



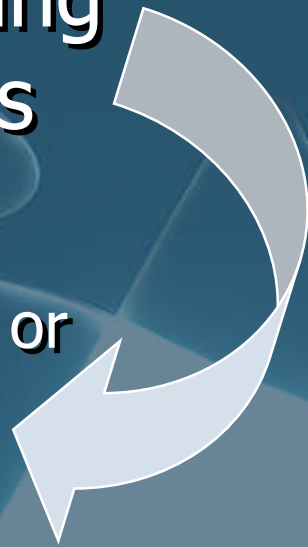
Categories & Types

Cyber Bullying Categories

Type of person or motivation for cyber bullying

Cyber Bullying Types

The means or style in which they carry out the cyber bullying





CYBER BULLY CATEGORIES

“Inadvertent”

- ❖ Role-play
- ❖ Responding
- ❖ May not realize they are cyber bullying

“Vengeful Angel”

- ❖ Righting wrongs
- ❖ Protecting themselves

“Mean Girls”

- ❖ Bored; Entertainment
- ❖ Ego based; promote own social status
- ❖ Often do in a group
- ❖ Intimidate on and off line
- ❖ Need others to bully

“Power-Hungry”

- ❖ Want reaction
- ❖ Controlling with fear

“Revenge of the Nerds”

(“Subset of Power-Hungry”)

- ❖ Often Victims of school-yard bullies
- ❖ Throw ‘cyber-weight’ around
- ❖ Not school-yard bullies like Power-Hungry & Mean Girls





CYBER BULLYING TYPES

“Flaming”:

Online fights using electronic messages with angry and vulgar language

“Harassment”:

Repeatedly sending offensive, rude, and insulting messages

“Cyber Stalking”:

Repeatedly sending messages that include threats of harm or are highly intimidating. Engaging in other on-line activities that make a person afraid for his/her own safety

“Denigration”:

‘Dissing’ someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships



CYBER BULLYING TYPES

“Impersonation”: Pretending to be someone else. Sending or posting material online that makes that person look bad, gets them in trouble or danger, or damages their reputation or friendships

“Outing and Trickery”: Sharing someone’s secret or embarrassing information online by tricking them to reveal secrets or embarrassing information which is then shared online

“Exclusion”: Intentionally excluding someone from an on-line group, like a ‘buddy list’



SIGNS TO LOOK FOR

www.cyberbullying.us

The cyber bullied will:

- ❑ Display frustration or anger after computer use
- ❑ Avoids discussions about computer use
- ❑ Display anxiety over Instant Messages or Emails.
- ❑ Have a change in mood or disposition
- ❑ Stops using computer

The cyber bully will:

- ❑ Avoid discussions about computer use
- ❑ Become agitated when unable to use the computer
- ❑ Computer use is excessive
- ❑ Uses multiple accounts that may not be their own
- ❑ Closes programs down or will not allow you to view screen



CYBER BULLYING PREVALENCE

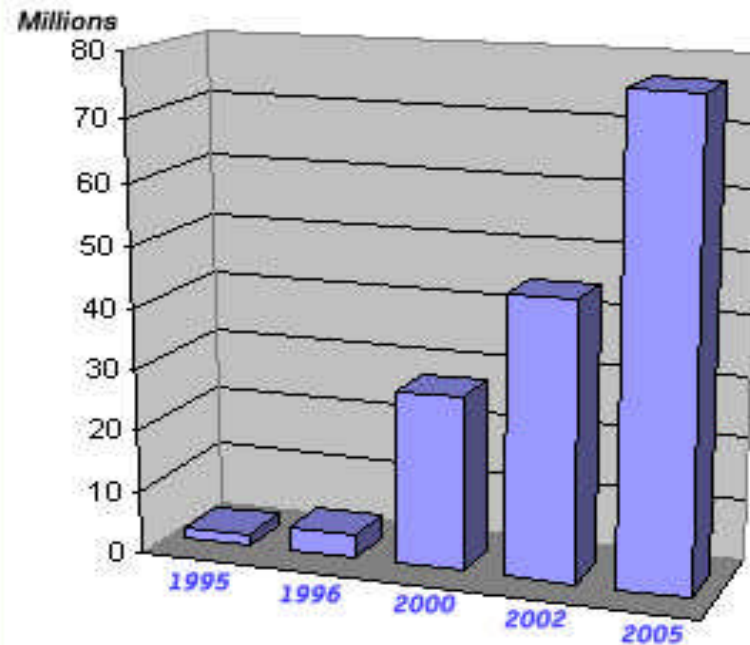
- **Cyber bullying typically starts at about 9 years of age and usually ends after 14 years of age; after 14, it becomes cyber or sexual harassment due to nature of acts and age of actors {Aftab}**
- **With the growth of MySpace and FaceBook, older teens are actively involved in cyber bullying**



INTERNET USE STATISTICS

http://www.criminaljustice.state.ny.us/missing/i_safety/i_intro.htm

of Children Accessing the Internet

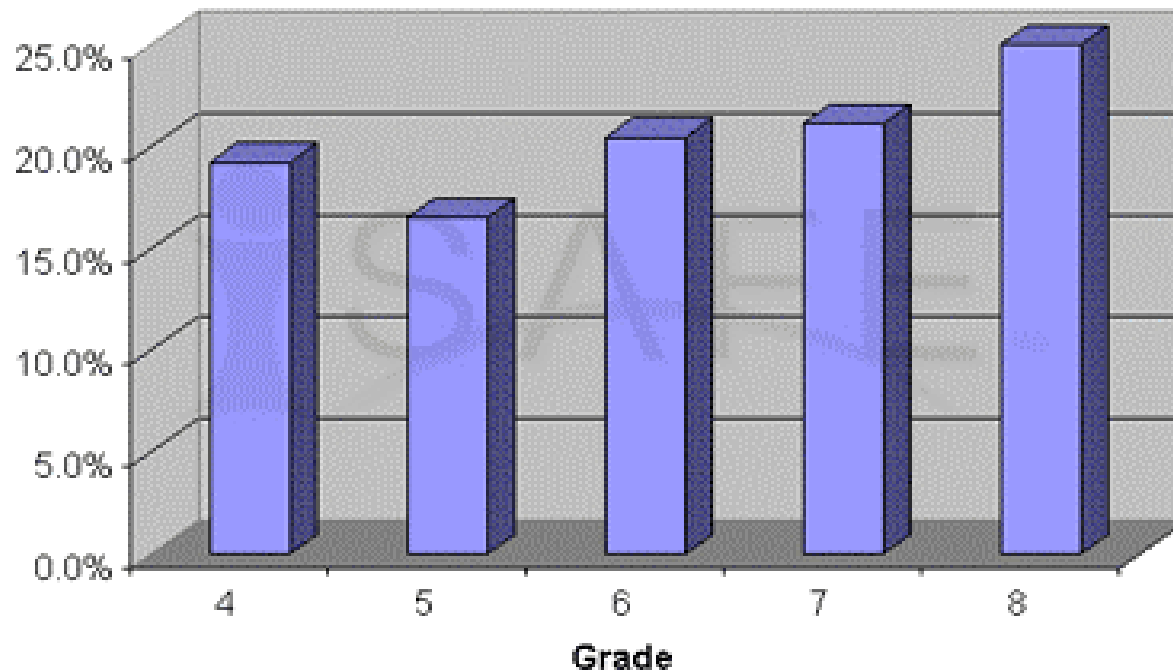


The number of children accessing the internet has risen from approximately 2 million in 1995 to 77 million in 2005 !



CYBER BULLYING STATISTICS

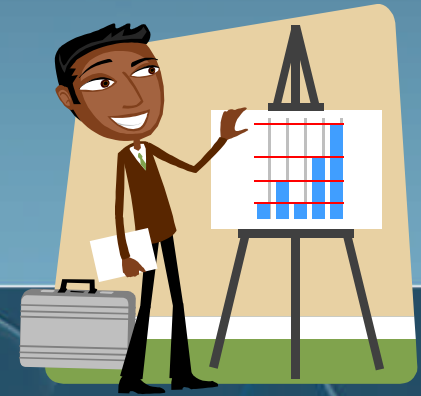
I have received mean or threatening e-mail or other messages.



*Taken from an i-SAFE America survey of students nationwide.



STATISTICS



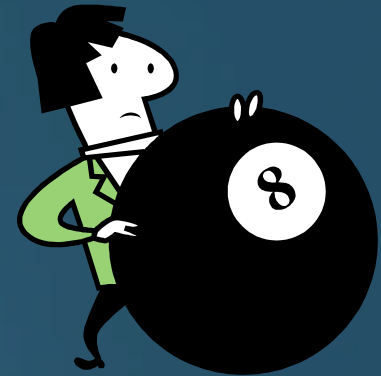
- Over 1/3rd (**33.4%**) of youth had been cyber bullied
- Most frequent types included being ignored (**43.2%**); disrespected (**39.8%**)
- Almost five percent were scared for their own safety
- The primary locations in (or mediums through) which cyber bullying victimization occurs are chat rooms (**55.6%**), via instant message (**48.9%**), and via email (**28.0%**)

(Patchin & Hinduja, 2006)



TRADITIONAL RESPONSES

- **ZERO TOLERANCE**
- **3 STRIKES & OUT**
- **POTENTIAL LAW ENFORCEMENT INVOLVEMENT**
- **LIABILITY**
- **EXCLUSION & ISOLATION**





Who May Be Involved:

- **Parents**
- **School**
- **Mental Health Professionals**
- **Legal System (Public or Private)**
- **Internet Service Provider**





WHAT ARE THEY TALKING ABOUT?



B4YKI



Before You
Know It

I will

BRT

CYT

TTFN

Be Right
There

See You
Tomorrow

Ta-Ta-For Now





WHAT CAN BE DONE ?

‘PEAS’ PROGRAM Psychological-Educational-And-Social

A holistic, proactive therapeutic response system designed to guide youths, parents, & educators to learn positive behaviors and skills that deal with the issues of cyber bullying and healthy communication styles. This program focuses on prevention, intervention, and reactionary measures



'PEAS' PROGRAM

Psychological-Educational-And-Social

'P'

PSYCHOLOGICAL:

1. Outside Counseling Referral
2. Family Support Center Referral
3. In-School Counseling
4. Anger Management group
5. Peer Mediation/Conflict Resolution
6. Apology & Impact Statement
7. 'On-Line Safe Box'

'E'

EDUCATIONAL:

1. Curriculum Infusion
2. Peer Matching
3. School Assemblies
4. Development of Public Service Announcements
5. Parent Education
6. School In-Staff Service

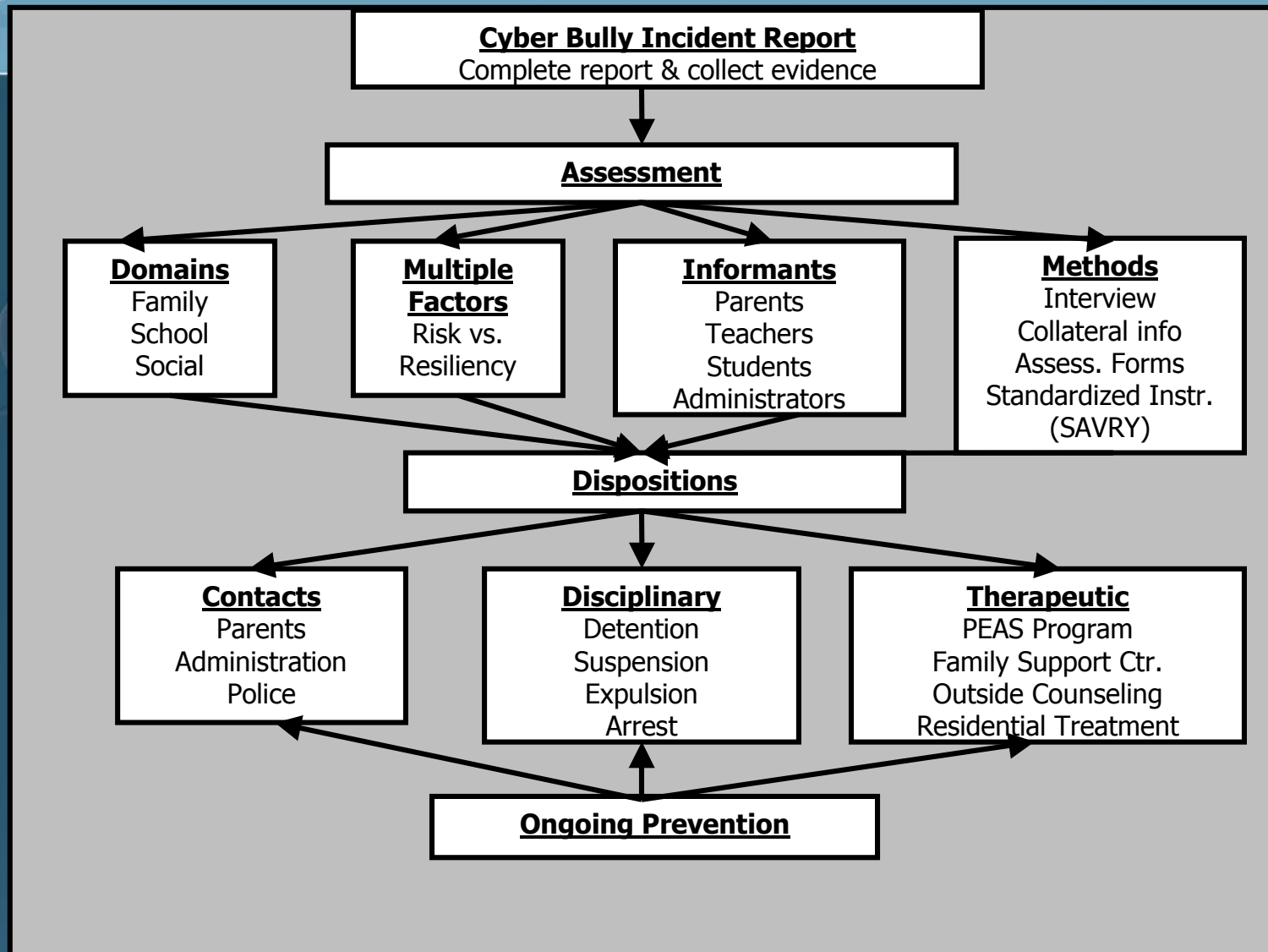
'S'

SOCIAL:

1. Skill Building (Communication & Social Interaction)
2. Team Projects
3. Peer Mentoring
4. School Policies
5. Field Trips
6. Extra-Curricular Activities
7. Community Involvement



DECISION TREE





HAVE A PLAN

INTERNET SAFETY AGREEMENT

Trolley, Hanel, & Shields 2006

When using the Internet I realize I have a responsibility to be safe and protect myself. I understand that what I place on-line becomes a document that can be saved and used at a later time.

This is my plan for safety.

1. The location of our computer is:

2. When working on-line I understand I will not send personal information of any kind to:

3. When I feel threatened or frightened on-line I will inform my parents and I will:

4. When working in a Chat Room, with Blogs, Instant Messaging, or Emailing I will respect the power of my words. I promise:

5. If I see or read something dealing with sexual images or statements I will:

Continued on next slide....

Part of the 'PEAS' Program by Trolley, Hanel, & Shields



HAVE A PLAN

INTERNET SAFETY AGREEMENT

...continued from previous slide

6. When a pop-up appears on my computer I will:

7. If someone on-line asks to meet me in person I will:

8. If I feel Cyber Bullied I will:

In order to have the privilege of Internet use, protect myself, & my family, I agree to this Internet Safety Plan.

Signature of User:

Signature of Parent:

* Part of the 'PEAS' Program by Trolley, Hanel, & Shields



PROVIDE TOOLS

TEACH

Block the Cyber Circle



STOP ...don't respond

SAVE ...save the
Information

&

SHARE ...tell someone



CONSIDERATIONS for ASSESSMENT

Willard (2006)

- Not all cyber bullying behavior will reach a threatening level; threats can come from both the cyber bully and the target
- Negative interactions observed among students are probably being played out on-line as well
- Impersonation must be considered when evidence of cyber bullying is found; conversely those accused may falsely cite it as defense
- Electronic communications may make the message seem more serious than as on-line language tends to be coarser



CONSIDERATIONS for ASSESSMENT

Willard (2006)

- Teens may use the Internet to play-act or experiment with different personalities
- Technology facilitates open disclosure; a forum to gain insight into youth's emotional state
The most concerning threat might not come from the student who has posted material but from the target
- The differentiation between 'put down speech' vs. 'get back speech'
- Ensuring the safety of all concerned should not result in the further victimization of an already victimized student (p. 75-76)

CYBER BULLYING INCIDENT REPORT

(Student) Name of Reporter: _____ Today's Date: _____ Incident Date _____

Person Completing Form: _____ Signature: _____

INCIDENT DESCRIPTION:

RECIPIENT

Student: _____

Adult/Teacher: _____

Other: _____

Male/Female Grade: _____

LOCATION

School Grounds: _____

Off School Grounds: _____

ELECTRONIC METHOD

Description: (include means & use)

DESCRIPTION of INCIDENT

Reported By: (please include how they are connected)

INITIATOR

Student: _____

Adult/Teacher: _____

Other: _____

Male/Female Grade: _____

LOCATION

School Grounds: _____

Off School Grounds: _____

ELECTRONIC METHOD

Description: (include means & use)

Additional Notes:

CYBER BULLYING INTAKE ASSESMENT FORM

(Student) Name: _____ *B V R HOMEBASE: _____ Today's Date: _____

Male/Female Grade: _____ Incident Date _____ Counselor: _____

Person Completing Form: _____ Signature: _____

INCIDENT DESCRIPTION:

RECIPIENT

- Student: _____
- Adult/Teacher: _____
- Other: _____

LOCATION

- School Grounds: _____
- Off School Grounds: _____

ELECTRONIC METHOD

Description: (include means & use)

DESCRIPTION of INCIDENT

Reported By: (please include how they are connected)

**BVR: Bully/ Victim/ Reporter*

INCIDENT TYPE

- | | |
|---|-----------------|
| <input type="checkbox"/> Inadvertent | Flaming |
| <input type="checkbox"/> Vengeful Angel | Harassment |
| <input type="checkbox"/> Mean Girls | Cyber Stalking |
| <input type="checkbox"/> Power-Hungry | Denigration |
| <input type="checkbox"/> Revenge of the Nerds | Impersonation |
| | Outing/Trickery |
| | Exclusion |

DECISION TREE

- Low Risk - Disciplinary/Therapeutic/Proactive
- Moderate Risk – Suspension/Therapeutic intervention
- Police/Crisis Services/Refer out
- High Risk – Police/Crisis Services/Refer out
- Alternative Placement/Education

INTERVENTION

- Teacher- Verbal/Written Warning/office
- Seat Assignment/Class re-assignment
- Recess re-assignment
- In-school Suspension
- Out of School Suspension
- Loss of Privileges: Technology related
- Mediation/Reconciliation
- Contract Behavior Agreement
- Parent/Guardian Meeting: _____
- Counseling: _____

Follow Up Dates:

Additional Comments:

Parent/Guardian Signature: _____

Date: _____



| Master Calendar | | | |
|------------------------|--|--|--|
| <u>MONTH</u> | <u>PSYCHOLOGICAL</u> | <u>EDUCATIONAL</u> | <u>SOCIAL</u> |
| August | Staff Training: ✚ Terminology ✚ Assessment ✚ PEAS | Staff Training: ✚ Terminology ✚ Assessment ✚ PEAS | Staff Training: ✚ Terminology ✚ Assessment ✚ PEAS |
| September | Needs Assessment Lunch Bunch/Class Lesson: Belonging & Making Friends/ Social Skills | Course Infusion: ELA- ✚ 'Power of Words' ✚ Watch 'Inbox' /Ctrl+Alt+Del' & ✚ Write Movie Critique Read Book on Cyber Bullying & Do Book Report Science- ✚ Critical Analysis of Internet Safety School Assembly: ✚ Staff, High School Students, Parents Who Cyber Bullied/ Were Cyber Bullied | Social: Social Skills Workshop Service: Outside/Environmental Clean Up Adventure Outing: Bicycling Creative Arts Program: Jam Session |
| October | Lunch Bunch/Class Lesson: Power & Control & Revenge | Course Infusion: Technology- ✚ Develop list Of Positive Websites on Cyber Bullying School Assembly: ✚ Internet Safety (ISP) ✚ Cyber Bullying Presentation | Mentor Matches w/ School & Big Brother & Big Sister Service: Field Trip To VA Adventure Outing: Hiking Creative Arts Program: Dance |



PEAS THEORY SUMMARY

- **Have a plan**
- **Document**
- **Decision Tree**
- **Assessment**
- **PEAS Programs & Support**






CYBER BALANCE

- | | | |
|------------------------|---|-----------------------|
| •Support/Resources | → | Record Keeping |
| •Time Saver/Gas Saver | → | Map Quest |
| •Instant Communication | → | Grandparents/Students |
| •Skill Building | → | Presentations |
| •Eye Hand Coordination | → | Mouse Use |
| •Educational | → | Libraries/Research |
| •Entertainment | → | Music/Phone Book |

Balance is about Providing a Healthy Value

JUST  **RIGHT**



TO LEARN MORE:

This resource guide is designed to provide school counselors, educators, administrators, and parents with the necessary information and tools to implement a holistic approach to the issue of cyber bullying. Key features of this book include:

- Cyber bullying terminology and issues
- Policies and procedures information
- Assessment tools of the cyber bully parties and situation
- Specific psychological, educational, social ("PEAS") therapeutic interventions
- "Hands on," reproducible materials such as sample acceptable use policies, activities, forms, and a master calendar
- Easy to access text material and resource information
- Provision of study questions throughout to stimulate thought and serve as activities

Dr. Barbara Trolley, a licensed psychologist and a certified rehabilitation counselor, is a full time counselor education faculty member at St. Bonaventure University. She has worked for over three decades in the clinical and academic areas and has published numerous professional articles. The majority of her work has focused on children and teens, addressing issues such as abuse, bereavement, adoption, and school counseling. Trolley is also the editor of the *New York State School Counseling Journal* and the lead author of the book *School Counseling Resource Manual: Practical Tools of the Trade*.

Constance Hanel is an MEd in school counseling from St. Bonaventure University. Her undergraduate degree is a BA in Industrial Psychology. As a prevention specialist for the local Boys & Girls Club, she works with "at risk" children, focusing on alternative skill building. Hanel is currently working as a life skills coach for children and young adults. She has mentored youths in leadership roles for 20 years and is the co-creator of "Operation Kids-Real Life Learning," a youth leadership program.

Linda Shields has an MEd in school counseling from St. Bonaventure University. She has been a senior probation officer with the Chautauqua County Office of Probation for the last 25 years. She has extensive experience working with both adults and juveniles. Due to her professional involvement with individuals with criminal behavior, Shields has an excellent understanding of the need for early intervention and prevention, particularly with children.

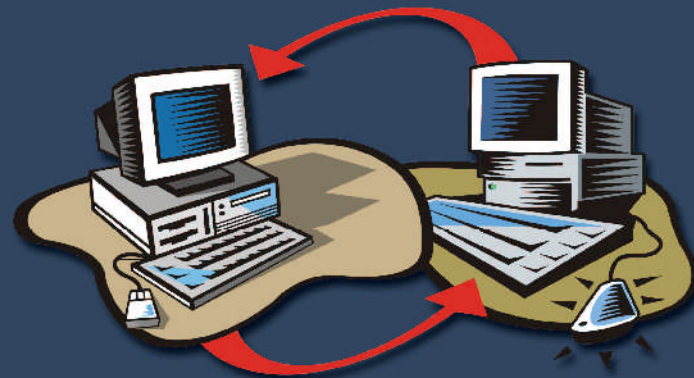
Demystifying & Deescalating Cyber Bullying in the Schools:

A Resource Guide for Counselors,
Educators and Parents



Demystifying & Deescalating Cyber Bullying in the Schools Trolley, Hanel, & Shields

Demystifying & Deescalating Cyber Bullying in the Schools: A Resource Guide for Counselors, Educators and Parents



Barbara C. Trolley, Ph.D., CRC;
Connie Hanel, MEd.; & Linda Shields, MEd.



COMING SOON

- **Cyberkids, Cyberbullying and Cyberbalance (Trolley, Hanel & Shields, Corwin, 2009)**
- **Browser the Mouse and His Internet Adventure (Trolley, Hanel & Shields, Youthlight, 2009)**



CYBER KIDS=CYBER BALANCE

The growth of technology has thrust our youth into the uncharted world of Cyber space

- How do we help our youth balance this technology?
- How do we support parents to balance this technology?
- What are the major influences?



THE PARENT COMPONENT

- Educate youth on CYBER BALANCE
- Empower Parents to CYBER BALANCE through education
- Strengthen social skills



CYBER BULLYING PREVALENCE

- **42% of kids have been bullied online.**
1 in 4 have had it happen more than once.
- **35% of kids have been threatened online.**
Nearly 1 in 5 have had it happen more than once.
- **21% of kids have received mean/threatening e-mail/other messages**
- **58% of kids admit someone said mean or hurtful things to them online.**
More than 4 out of 10 say it has happened more than once.
- **53% of kids admit saying something mean or hurtful to others online.**
More than 1 in 3 have done it more than once.
- **58% have not told their parents or an adult.**

*Based on 2004 i-SAFE survey
of 1,500 students grades 4-8 <http://www.isafe.org>*



WHAT ARE THEY TALKING ABOUT?

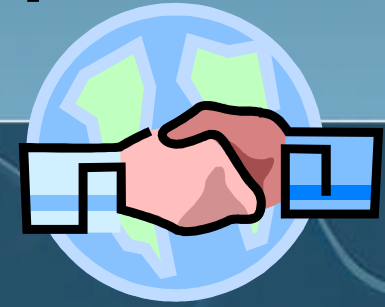
- Katie has been struggling with a mental health problem for a long time.
- She revealed this information to her friend, Teresa.
- Judy knew that Katie had some sort of secret and tricked Teresa into telling online.
- Now, Judy has been passing this information to their friends online.

(Outing & Trickery)





WHAT CAN YOU DO?



Parents & Schools Should:

- ✓ Know your AUPs and ISP guidelines
- ✓ Amend current bully & AUP policies to include cyber bullying
- ✓ Communicate with youth the responsibilities of on-line activities & potential pit falls
- ✓ Increase effective monitoring of Internet use
- ✓ Focus on values, kindness, & respectful human relations, enhancement of empathic awareness
- ✓ Develop effective social and problem solving skills
- ✓ Empowerment of bystanders



STEPS TO TAKE

- ✓ **Ask Questions and thoroughly Assess**
- ✓ **Gather and Save Questionable E-mails**
- ✓ **Block sender/Computer filters**
- ✓ **Communicate/Inform your School**
- ✓ **Consider Counseling**
- ✓ **Consider Legal Issues**





WHAT ARE THEY TALKING ABOUT?





CONCLUDING THOUGHTS

Education of Schools and Parents:

- Define and understand AUPs
- Terminology and Legal Issues
- Technology use and Resources
- Reporting procedures
- Assessment and Treatment Protocol



Education of Children:

- Give them an Action Plan: Internet Safety Agreement
- Technology is a Privilege to be Respected
- Once in Print it is Permanent and Reproducible
- Empathy